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ABSTRACT

Since the passage of legislation (Public Act 85-283) requiring Illinois colleges to report every 3 years the progress made to increase the participation and advancement of underrepresented groups, the state's community colleges have used both special population grant funds and local college funds to address the needs of these groups. This report summarizes statewide initiatives and college efforts to support special populations, which include minorities, females in nontraditional occupations, and students with disabilities, during fiscal year 1997. The first section includes data on the demographic representation of underrepresented groups in Illinois and Illinois community colleges. The report then discusses Illinois Community College Board financial support and community college initiatives supporting these underrepresented groups. Initiatives for minorities include community partnerships, programs to encourage participation in science and engineering fields, workforce preparation, mentoring, and recruiting and retaining minority staff. Programs for females strive to increase the representation of women in nontraditional careers, improve their success in mathematics and science, and provide workforce preparation and welfare assistance. In addition, attempts are being made to defray the cost of education and provide assistance programs for students with disabilities. Appendices include data on programs for the underrepresented. (YKH)

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ED 416 925

REPORT ON
COMMUNITY COLLEGE PROGRAMS AND SERVICES
FOR SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS
FISCAL YEAR 1997

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March 1998

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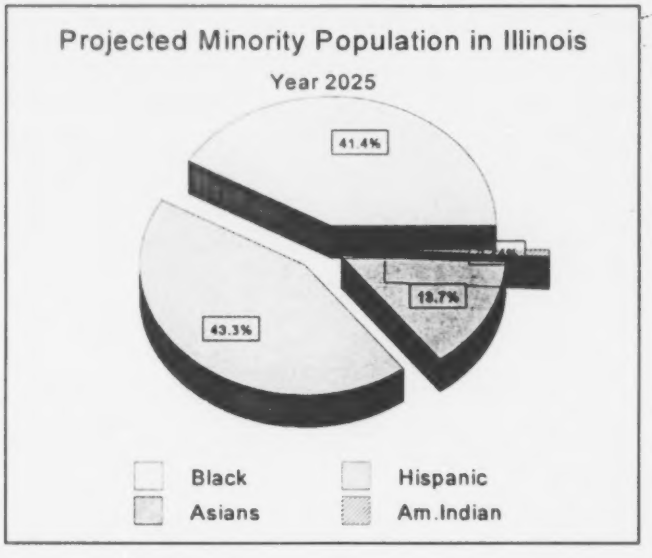
REPORT ON
COMMUNITY COLLEGE PROGRAMS AND SERVICES
FOR SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS
FISCAL YEAR 1997

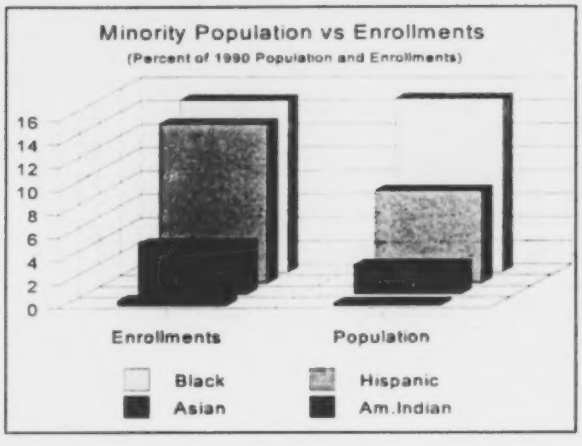
Public Act 85-283 requires public colleges and universities to report every three years the progress made to increase the participation and success of minorities, females interested in nontraditional occupations, and persons with disabilities at their institutions. Community colleges examined enrollments, academic progress, completions, and employment of underrepresented groups on their campuses. In addition to providing evidence of student success, colleges were asked to identify (1) retention activities and programs specifically designed for minorities, (2) programs/resources that support and enable female students to pursue careers in nontraditional occupations, and (3) the reasons for cost increases in serving students with disabilities and creative ways to defray these costs. This report analyzes the progress of underrepresented groups in Illinois community colleges using the 1990 Illinois census as an evaluative benchmark. It also describes programs and activities created by community colleges to increase representation of this population and colleges' responses to focus topics identified by the Illinois Board of Higher Education and Illinois Community College Board staffs.

Minorities in Illinois



The 1990 census data indicate that minorities account for 25.4 percent of the 11.4 million persons in Illinois. In Illinois, Blacks make up 14.8 percent (1.7 million); Hispanics, 7.9 percent (904,400); Asian or Pacific Islanders, 2.5 percent (285,300); and American Indians/Eskimo or Aleut, 0.2 percent (21,800). By the year 2025, the Illinois population is expected to increase by 11.9 percent, from 11.4 to 13.4 million, with minorities increasing by 79.3 percent. The chart to the left shows the projected distribution of minorities in Illinois by the year 2025. If current minority enrollment patterns remain constant, community colleges will play an even more significant role in educating this growing population in the 21st century. Of the minorities in Illinois higher education institutions in fall 1996, 53.1 percent were enrolled in community colleges.

Minority Enrollees, Completers, Faculty, and Staff in Illinois Community Colleges



In fiscal year 1997, minorities comprised 33.4 percent of the total student population in community colleges. The chart to the left shows that minority student enrollments exceeded the percent of the minorities in the state of Illinois. However, these enrollments varied greatly by program area. During fiscal year 1997, minority students accounted for the majority of precollegiate level enrollments. Precollegiate instruction includes a range of programs: adult basic education-ABE, adult secondary education-ASE, and English as a Second Language-ESL. Substantial portions of the Hispanic and Asian students enrolled at community colleges in fiscal year 1997 were acquiring or strengthening English skills. Table A below shows the percent of minorities in adult basic education, adult secondary education, and English as a Second Language programs.

Table A
Percent of Minorities in Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL) Programs
(Fiscal Year 1997)

Program	*Percent Black*	*Percent Hispanic*	*Percent Asian*	*Percent Am. Indian*
ABE	39.9	30.4	3.5	0.7
ASE	30.5	15.1	1.8	0.8
ESL	1.5	66.6	8.4	0.2
ABE/ ASE and ESL	22.6	44.9	5.5	0.5

Almost half of the adult education population (44.9 percent) in community colleges were Hispanic. This is not surprising since Hispanics accounted for two-thirds (66.6 percent) of the enrollments in English as a Second Language programs. Blacks accounted for 22.6 percent of the enrollments in ABE/ASE/ESL, 39.9 percent of the enrollments in ABE and 30.5 percent of the enrollments in ASE. Adult education and English as a Second Language programs are designed for individuals who need basic educational skills and do not lead to a degree.

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Table B shows a comparison of minorities in college-level programs in community colleges. For Asians and American Indians, enrollment levels exceeded their representation of the state population. For Blacks and Hispanics, enrollments were below their representation in the state. While enrollment of Blacks and Hispanics was below the percent of minorities in the state population, the completion rates varied. With the exception of Hispanics, minority representation exceeded or equaled college-level enrollments.

Table B
Comparison of Percent of Enrollments to Percent of Completions for Minority Students in College Level Programs
(Fiscal Year 1997)

Race	*Percent Black*	*Percent Hispanic*	*Percent Asian*	*Percent American Indian*
College-Level Enrollments	12.9	6.6	4.1	0.3
Completions at the College Level	13.1	5.7	4.1	0.3

While minority completion rates generally equal their college enrollment levels, minority employment in community colleges was below their state representation, particularly in areas where they might be considered role models for minority students. In fiscal year 1996, 18.0 percent of community college employees were minorities. Clerical and "others" were the two largest employment classifications for minorities. A comparison of employment classifications, such as faculty and administrative staff, shows that minority employees were below the percent of minorities in the state. Table C compares the percent of minority faculty and administrative staff in community colleges for fiscal year 1996 to the percent of minorities in the state.

Table C
Comparison of Community College Minority Faculty and Administrators to State Representation
(Fiscal Year 1996)

Race	*Percent of Faculty*	*Percent of Administration*	*Percent of State Population*
Black	10.0	13.0	14.7
Hispanic	1.3	3.0	7.9
Asian	3.1	1.0	2.5
American Indian	0.3	0.1	0.2

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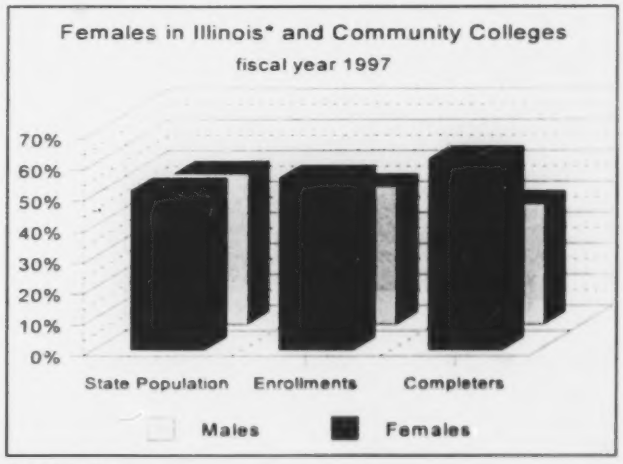
Females in Illinois and Community Colleges

According to the 1990 census, females comprised 51.4 percent of the total state population. The economic profile indicated that 57.7 percent of females 16 years or older in Illinois were in the workforce. Economic statistics also indicated that female-owned businesses increased by 29.3 percent from 1987 to 1992. Females comprise a larger portion of the small businesses created in Illinois. The chart below compares the percent of female and male enrollments and completers in community colleges to their representation in the state population. Female enrollments in community colleges (55.5 percent) exceeded their representation in the state population in fiscal year 1997.



*1990 Census

Among completers in community colleges, women represented 61.7 percent in fiscal year 1997. In baccalaureate/transfer and occupational/career associate degree programs, women comprised 61.2 percent and 62.7 percent, respectively, of the total graduates in these programs. Women were largely represented in occupational programs, such as business management and administrative services, which included secretarial sciences (73.0 percent) and health professions (85.0 percent). Females in such fields as construction trades (5.4 percent) and mechanics and repairs (4.2 percent) were still underrepresented in these and other male-dominated fields.

Females made up 57.2 percent of the total employees in community colleges in fiscal year 1996. Women comprised 44.6 percent of the full-time faculty and 42.1 percent of the administrative staff. The three largest categories of employment for women were among the other professionals, clerical, and "other" classifications. Females represented 72.1 percent and 63.8 percent, respectively, in clerical staff and other professionals employment classifications.

Persons with Disabilities in Illinois and Community Colleges

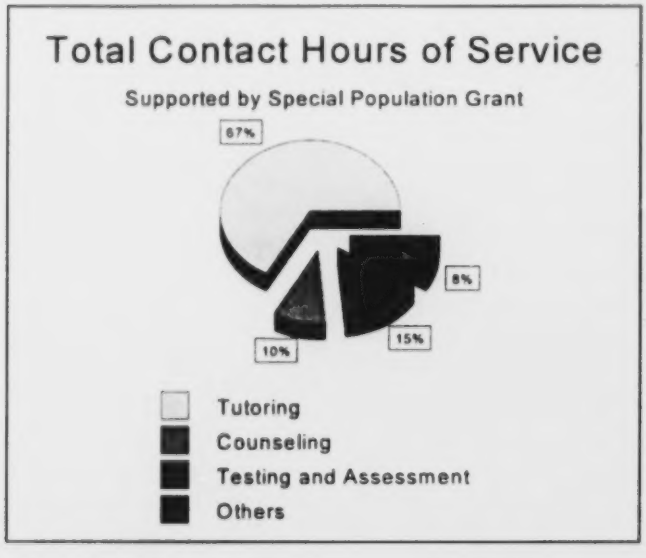
Recent data show that 431,000 persons with disabilities live in the state of Illinois. The Illinois Department of Human Services-Division of Disability and Behavioral Health Services provides some support for training and education in the form of tuition, fees, and special services to persons with disabilities. In fiscal year 1997, 10,227 disabled students were enrolled in Illinois community colleges. Among the completers in community colleges in fiscal year 1997, 2.3 percent were

students with disabilities. The true number of community colleges serving disabled students may never be obtained. Students must self select to identify their disabilities, and some students chose not to do so. No data are collected for disabled persons employed in community colleges.

Illinois Community College Board Support

There are several ICCB programs and initiatives that support underrepresented populations statewide. Below are descriptions of each state initiative and community college efforts to support minorities, females in nontraditional occupations, and students with disabilities.

Special Populations Grant. The ICCB has supported efforts to address the needs of students of underrepresented groups for the past several years. A major resource for the colleges has been the Special Populations Grant (SPG) program. In fiscal year 1997, community colleges reported SPG expenditures of $11.7 million. College expenditures range from $42,262 to $6.7 million. Support services provided through the SPG program include tutoring, testing and assessment, counseling, recruitment and outreach, remedial and developmental courses, English as a Second Language courses, and specialized services such as mobility assistance and readers for students with disabilities. The chart below shows total contact hours of service provided by community colleges with support from the SPG program during fiscal year 1997.



In fiscal year 1997, 1.4 million hours of service were provided to students through the Special Populations Grant program. Table 1 in the appendix provides the number of contact hours of service and total students served through this grant program. Information about students served and contact hours provided through institutional and other grants is also included in Table 1.

Opportunities Program. The Illinois Community College Board's Opportunities Program began as a unique partnership with the Illinois Community College Board, the Illinois Department of Human Services, and selected community colleges. Students in the program are offered services and resources they may need to complete an education and training program. The Opportunities program provides trained professionals as casework-managers to assist students in achieving their goals. The college districts that participate are **Black Hawk College; City Colleges of Chicago: *Richard Daley College, Kennedy-King College, Malcolm X College, Olive-Harvey College, Harry S Truman College, Harold Washington College, and Wilbur Wright College;* Danville Area Community College; Illinois Central College; Joliet Junior College; Kankakee Community College; Lake Land College; Lewis & Clark Community College; Lincoln Land Community College; Metropolitan Community**

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College; Prairie State College; Richland Community College; Rock Valley College; Carl Sandburg College; and South Suburban College.

At **Black Hawk College**, the Opportunities Program established an Advisory Council made up of 12 Opportunities students. The council is a unique feature of the Opportunities programs and has provided needed input for the program. It was established to address problems and concerns of Opportunities participants. The council's goal is to promote the retention of the Opportunities participants by bridging the gap between the Opportunities staff and students. Additionally, the council offers an outlet for students to share their experiences of the many barriers which they face and to collectively explore solutions from within the group.

Diversity Initiative. Parkland College's Center for Multicultural Education provides statewide leadership in diversity through an Illinois Board of Higher Education Higher Education Cooperation Act grant program and support from the Illinois Community College Board. Working with colleges and universities in the Prairie Higher Education Consortium, the center offers a professional development series, "Cultural Diversity in Education." Since its inception, the project served nearly 1,350 persons. In fiscal year 1997, the Center was honored in Chicago with the Innovative Program Award by the Illinois Council of Continuing Higher Education. The consortium membership includes **Danville Area Community College, Eastern Illinois University, Heartland Community College, Lake Land College, Millikin University, Richland Community College, University of Illinois at Springfield**, and **University of Illinois at Urbana/Champaign**. Other colleges that participated in the program, yet not members of the consortium, include **Moraine Valley Community College, Prairie State College,** and **Kishwaukee College**.

ICCB Lincoln's Challenge Scholarship Program. Through a statewide scholarship program, the ICCB offers educational opportunities for graduates of the Lincoln's Challenge Program. Lincoln's Challenge, directed by the Illinois National Guard, is a two-phase military-modeled training experience for 16-18 year old at-risk youth. Federally funded, this program offers students a variety of educational and vocational opportunities as well as the necessary life skills to be successful members of their community, work, and school. Lincoln's Challenge staffs assist students in attaining their GED and offer advice regarding educational opportunities at community colleges or technical schools. Graduates of the program total 2,829, with 2,161 receiving their GED. The ICCB scholarship program reimburses community colleges for tuition, fees, and other required educational expenses incurred by Lincoln Challenge scholarship recipients. Since the program's inception, more than 800 scholarship awards have been given. To date, expenditures for the program total nearly $329,000.

Community College Efforts to Support Minorities, Females in Nontraditional Occupations, and Students with Disabilities

More than 342,500 students from underrepresented groups were served by more than 340 community college programs (see Table 2 in the appendix). The next section highlights colleges' responses to focus topics about recruitment and retention activities and programs specifically designed for minorities, programs/resources that support and enable female students to pursue careers in nontraditional occupations, and the reasons for cost increases in serving students with disabilities and creative ways to defray the cost.

Minority Student Programs and Services

Community Partnerships. Many colleges created partnerships within their district communities to serve minority students prior to their attending college. This year, **Elgin Community College**, **Waubonsee Community College**, and **Rend Lake College** formed a partnership with youth and community leadership neighborhood programs that provide alternatives to gangs, drugs, and other serious problems facing low-income youth and their families in high-risk neighborhoods. Students begin their activities in middle school. At Elgin Community College, students are given free tuition upon the completion of high school. **William Rainey Harper College** has created a similar program. Project HOPE--Hispanic Opportunity and Personal Enrichment--has a primary purpose of raising the college aspirations and participation of Hispanics in the community. The overall goal of Project HOPE is to increase the enrollment of Hispanic students until the proportion of Hispanic enrollments reflects the proportion of Hispanics in the area's population. **Prairie State College** and **Southeastern Illinois College** have similar programs in cooperation with Governors State University and Southern Illinois University at Carbondale, respectively.

Harold Washington College received a grant to become involved with the Chicago Alliance for Minority Participation (AMP) program designed to increase the number of minority students in science and engineering. Funded by the National Science Foundation, Chicago AMP provides students with hands-on research opportunities, scholarship programs, science conferences, and other activities. **Highland Community College** works cooperatively with the local school district through its Minority Achievement Team program. Black students in the fifth and sixth grades are counseled and tutored by their counterparts at Highland and have an opportunity to experience the cultural and social aspects of higher education. Needs assessments are conducted and shared with participating teachers. **Richland Community College** collaborated with the Minority Community Partners regarding ways the college could better serve minority students. The results of these efforts were highlighted at the Enhancing Minority Attainment Conference at the University of Indiana at Kokomo. The **Sauk Valley Community College** Latino Task Force worked with Western Illinois University to help Hispanic students become more at ease on a college campus.

Workforce Preparation. Project HOPE (Helping our People Excel) is a two-year model program involving the City of Kankakee, labor unions, **Kankakee Community College**, and the U.S. Department of Labor Bureau of Apprenticeship Training. It is funded by the City of Kankakee and the U.S. Housing and Urban Development. Participants, who must be HUD eligible, are provided with a 48-week program designed to prepare them for entry as a trade apprentice. At the end of the

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program, participants will be ready to apply for an apprenticeship in one of the 15 local trades. **Malcolm X College**, one of the recipients of the 1997 Awards for Excellence in Workforce Preparation, worked with 46 Chicago Housing Authority (CHA) Cabrini Green residents and provided comprehensive job training through a home repair/carpentry program. After a 25-week skills training program, residents were employed by the CHA to repair and maintain the housing developments in which they resided. **Moraine Valley Community College's** Workforce Preparation Initiative has been directed toward underrepresented groups with five teams developing goals, objectives, and action steps. Twenty-five staff members on these teams focus on developing partnerships with the community, developing partnerships with high school faculty and administrators, enhancing support services to retain minority students, transitioning minority students to work or transfer, and facilitating an attitudinal shift toward inclusiveness at the college.

Mentoring. Several colleges have created mentoring programs using peer students who exhibited the characteristics that could be modeled by new and prospective students. **Black Hawk College's** Buddy Mentoring Club pairs two students — a new student and a veteran student — to form a relationship for the purpose of assisting students academically and socially. The pair is assigned to faculty/staff/administrators who serve as mentors to both students. At the **College of Lake County**, the Multicultural Mentorship Program helps at-risk, first generation Hispanic students to succeed in school and set aspirations for postsecondary education. Students from grades K-8 are mentored by high school students and adults. **Metropolitan Community College** has a unique mentoring program called M.O.V.E. (Mentoring Offers Valuable Experiences) that involves all levels of management, including the president of the college.

Recruiting and Retaining Minority Faculty and Staff. An obstacle in improving representation of underrepresented groups is the lack of minority role models in faculty and administrative ranks. **Parkland College** has implemented the Diversity 2000 Faculty Internship Program. Its goal is to achieve a faculty composition which reflects the diverse populations served. During fiscal year 1997, there were four faculty interns (one Black male, one Black female, one Asian-American female, and one White female). Another program newly implemented at the college is PROF: PRofessors Of the Future. This program provides financial aid to promising minority students who will return to Parkland to teach full-time for up to three years after earning their master's degree. **Prairie State College** has an Association of Black Personnel on campus. With approximately 40 members, the association strives to further the influence and participation of the Black community in policy and decision-making processes and serves as a bureau of concerns in the college community.

Females in Nontraditional Occupations

Kishwaukee College implemented a series of programs to increase the representation of women in nontraditional careers and to improve their success in mathematics and science. Among the most effective of these activities was one that targeted young girls with the Kids College courses and Career Day emphasizing nontraditional careers for high school females. **Lewis and Clark Community College** implemented a career assessment and exploration program for 7th and 8th graders, in conjunction with the local chapter of the American Association of Women in Community Colleges. **Kaskaskia College** fostered the achievements of women in science and math through curricular involvement and extracurricular support. As part of its program, two outstanding female students achieved the college's science department's "Outstanding Biology Student of the Year" and

the "Outstanding Chemistry Student of the Year." **College of Lake County** has implemented a new approach to teaching algebra which has had promising results with females students. The DAREC system replaces the traditional lecture teaching format with group discussion and collaboration based on problem solving. Faculty members report that female students enrolled in math classes using this approach exhibited a significant change toward learning and have passed algebra at a much higher rate utilizing this method.

Community colleges developed and implemented numerous programs to assist females to enter the workforce from welfare or minimum wage-paying jobs to rewarding careers. **Belleville Area College's** Nontraditional Occupations program sustained a 95 percent retention rate in fiscal year 1997. Features of this program include enhanced one-on-one career counseling, increased financial assistance, mentoring and networking, tutoring and developmental coursework when needed, and peer support groups. **Spoon River College** received a Nontraditional Opportunities grant designed to encourage females desiring to enter the workforce in male-dominated fields. With the help of this grant, seven women completed the Commercial Truck Driving program and were employed immediately.

Several colleges that do not participate in the Opportunities programs have established programs for welfare recipients. **Highland Community College**, for example, responded to welfare reform issues by creating the JobSmart program. Welfare recipients are assessed, assigned to job and life skills classes, and trained to utilize the resources of the Illinois Employment and Training Centers and develop their own employment plan. **College of DuPage, Morton College**, and **Triton College** created short-term training classes and provided individual mentoring to help female students effectively use the range of institutional resources available to them. Students develop self-confidence, competence, and effective problem-solving skills. **Malcolm X College** introduced a new program that addresses human relations skills — Parents and Teachers First — as a welfare-to-work partnership between the college's continuing education and child development departments.

Students with Disabilities

The Americans with Disabilities Act states that no student with a disability can be denied an education and that reasonable accommodations must be made to provide access for such students. National statistics indicate that 75 percent of all students with disabilities are attending community colleges. As this number of students with disabilities increases, so does the cost. Reasonable accommodations for students with disabilities require employment of sign language interpreters, notetakers, and readers. Salaries for persons assisting students with disabilities have increased greatly over the past several years, particularly for sign language interpreters. Colleges report that it is difficult to project the cost of services for this population from year to year.

Another expense associated with services to this student population is the purchase of adaptive computer equipment and assistive software for students with visual or hearing impairments, manual impairments, and learning disabilities. Purchases include voice-activated computer systems, adaptive keyboards, and reader scanners. The need for staff training on new equipment is another expense associated with these purchases. With cost increases for serving this population, some colleges report that the Department of Human Services-Division of Disabilities and Behavioral

Health Services, the state agency designated to help persons with disabilities in Illinois, has declined to pay for all the special services needed for their clients to meet their educational goals.

To help defray the cost of students with disabilities, **Kankakee Community College** formed a partnership with Olivet Nazarene University students who have studied interpreting and need field experience. These students have volunteered to interpret for hearing-impaired students free of charge. **Parkland College** uses volunteer tutors, readers, and note takers from the University of Illinois at Urbana-Champaign Rehabilitation Counseling program. The rising number of enrolled students with learning disabilities prompted **Lake Land College** and **Kishwaukee College** to hire a learning disability tutoring specialists to conduct assessment testing, one-on-one tutoring, and time management/organizational assistance to students with learning disabilities.

John A. Logan College, **Lincoln Land Community College,** and **John Wood Community College** have worked closely with high school officials, district offices of Department of Human Services (DHS)-Division of Disabilities and Behavioral Health Services, and district transition committees to project the cost of incoming disabled students. **Morton College** created a Transition Fair for 300 district high school students with disabilities. This fifth annual event has a different theme each year. The theme in fiscal year 1997 was a Reality Store, which helped the young people learn to make choices and to live within a budget. Each participant chose a career and then received an appropriate budget for making decisions concerning housing, transportation, utilities, insurance, marital status, day care, and other issues pertaining to independent living.

Colleges are making efforts to collaborate more closely with DHS and private agencies as well. **Sauk Valley Community College** has developed partnering arrangements with agencies like the Lyndon Progress Center, a facility in which students with disabilities are enrolled in a Computer Information System certificate program; and Strive, a facility for the physically disabled which promotes socialization, training, rehabilitative independence, and vocational education.

Summary

Minorities, females, and persons with disabilities are well represented among Illinois' population. In the next century, underrepresented groups will experience tremendous growth. For this population, community colleges are the colleges of choice, and they will play a significant role in educating and training underrepresented groups in the next century. Among minority students currently in all of higher education, 53.1 percent choose community colleges. During fiscal year 1997, minorities made up 33.4 percent of the total enrollments in community colleges. However, these enrollments varied greatly by program area. Minority students accounted for the majority of precollegiate level enrollments in community colleges. For college level enrollments, minority representation was slightly below the representation of minorities in the state, with the exception of Asians and American Indians. The percent of minorities completing programs exceeded or equaled enrollments in community colleges, with the exception of Hispanics. While completion rates were high among minorities, levels of employment for minorities in community colleges are low, particularly in areas where they might be considered role models for students. Minorities made up only 14.7 percent and 17.1 percent of the faculty and administrators, respectively, in community colleges.

Females are well represented in college enrollments and completions. However, colleges must continue to assist females in pursuing careers in male-dominated fields, such as electronics and construction trades. National statistics indicate that the majority of students with disabilities are in community colleges. Illinois is no exception. While community colleges welcome these students, the cost of serving this population is increasing. Community colleges are faced with rising costs, while being required to provide quality services to disabled students with inadequate resources. The ICCB special populations grant program is a great help for colleges in meeting the increased needs of underrepresented groups, especially students with disabilities. However, it is evident that a collaborative effort between ICCB and the Department of Human Services-Division of Disabilities and Behavioral Health Services is needed to meet the increasing demands of this population.

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APPENDIX

Illinois Community College Board
Table 1

STUDENTS SERVED AND CONTACT HOURS PROVIDED BY FISCAL YEAR 1997 SPECIAL POPULATIONS GRANTS			
Type of Service	# of Districts	Total Contact Hours	Total Students
Tutoring	37	930,567	121,385
Counseling	33	131,550	99,165
Assessment and Testing	33	203,761	93,527
Referrals to External Agencies	26	8,056	11,965
Direct Support Services for Students with Disabilities	28	45,073	6,052
Outreach Services	21	30,478	27,779
Other Direct Support Services	21	37,939	55,708
TOTAL		1,387,424	**
REMEDIAL, ABE, ASE, AND ESL COURSES FUNDED WITH FISCAL YEAR 1997 SPECIAL POPULATIONS GRANTS			
Type of Course	# of Districts	Total Credit Hours*	Total Students
Remedial (PCS 1.4)	15	66,623	20,767
ABE (PCS 1.7, excluding ESL)	23	275,440	22,119
ASE (PCS 1.8, excluding ESL)	23	45,811	15,324
ESL (PCS 1.7/1.8 not included above)	22	70,007	21,505
TOTAL		457,881	**
STUDENTS SERVED AND CONTACT HOURS PROVIDED BY FISCAL YEAR 1997 INSTITUTIONAL & OTHER GRANTS			
Type of Service	# of Districts	Total Contact Hours	Total Students
Tutoring	31	403,862	90,292
Counseling	28	210,688	166,958
Assessment and Testing	24	105,898	56,072
Referrals to External Agencies	20	4,152	5,077
Direct Support Services for Students with Disabilities	26	94,008	3,853
Outreach Services	18	20,142	35,866
Other Direct Support Services	19	161,458	112,173
TOTAL		1,000,208	**

*Total credit hours as certified by instructors at midterm.
**Total number of students served unavailable due to duplicity of services.

Illinois Community College Board
Table 2
PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEAR 1997*
(Continued)

Program	Students Served
BELLEVILLE AREA COLLEGE	
Gender Equity	0
Recruitment Program	2,000
Equity Awareness	3,000
Retention Program	450
Gender Equity for Youth ***	2,000
Minority Transfer Center	1,816
MTC Secondary School Prog ***	845
MTC Community Outreach Program	1,000
Special Services Center	11,628
BLACK HAWK COLLEGE	
Multicultural Affairs	641
Opportunities Program	727
Special Populations Grants	3,849
Student Accomodations	148
Student Support Services	408
Transfer Center	214
Transition Services	1,436
CITY COLLEGES OF CHICAGO	
DALEY COLLEGE, RICHARD J.	
ALSP Counseling	8,887
ALSP Tutoring	593
CBO Program	305
Continuing Education	1,329
Faculty Advising	6,637
National Youth Sports	312
NovaNET	7,199
Opportunities Program	100
Placement Services	593
Special Needs Services	216
Student Facilitators	1,100
Title III Program	6,637
Transfer Center	2,002
Upward Bound	55
KENNEDY-KING COLLEGE	
Benjamin E. Mays Academy***	412
Building Opportunities	86
Future Teachers	58
Opportunities Program	1,500
Project Transfer	1,111

Program	Students Served
MALCOLM X COLLEGE	
Academic Support Center	
Tutoring	2,662
Placement Testing	1,619
NovaNET	3,781
Personalized Curric. Institute	451
CBO Program	84
Future Teachers	37
Latino Center	752
NYSP	958
Opportunities Program	324
Placement Center	1,591
Special Needs	151
Transfer Center	1,502
OLIVE-HARVEY COLLEGE	
Academic Computing Center	3,440
CBO Program	105
Child Development Center	39
Future Teachers	22
Middle College	940
National Youth Sports	152
NovaNET	494
Opportunities Program	5,365
Public Assistance Program	2,329
Special Needs	79
Summer Youth	354
Transfer Center	1,235
TRUMAN COLLEGE, HARRY S	
ALSP Counseling	2,285
Audiovisual Tutorial Lab	3,275
AVT Internat'l Students Peer/Advisor/Tutor	293
Bilingual Assistance	303
CBO Program	36
College Level Tutoring Services	1,730
Dubois - Washington	186
Institute for Native American Development	167
Lakeview Learning Center	2,768
NovaNET Tutoring	3,831
Opportunities Program	137
Refugee Assistance Center	2,203
Single Parent	203
Special Serv-Disabled Students/Touch Club	781
Technical Center-Counseling/Tutoring Srvcs	197
Transfer Center	1,331
Truman Middle College Alternative HS	259

Illinois Community College Board
Table 2

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEAR 1997*

(Continued)

Program	Students Served
WASHINGTON COLLEGE, HAROLD	
Actuarial Program	9
Black Student Union	110
Career Planning & Placement	750
CBO Program	104
CLIMB 8	**
Common Ground Project (Pluralism)	125
Dept of Mental Health Voc Trng	93
Individual Needs (IN) Program	184
NovaNET	3,313
Opportunities Program	163
Oratorical Contest	100
Organization of Latin American Students	38
Pre-Collegiate Program	415
Project Access	248
Projects with Industry	93
Spanish GED-TV	34
Special Needs	297
Transfer Center	1,102
Tutoring Services	4,052
Vocational Transition Program, DOMH	115
WRIGHT COLLEGE, WILBUR	
African American History Month	269
ALSP Support Services	23,355
Annixter Center Food Prep Training Prog	24
Austin Youthnet	350
ChAMP	27
Hispanic Heritage Month Activities	264
Job Training - Bank Teller	18
Job Training - Computer Certificates	20
Minority Health Programs	67
Multicultural Community Events	500
National Women's History Month Activities	322
NovaNET	4,252
Opportunities Program	141
Recruitment, Marketing, & Partnering	47,950
Resurrection Minority Scholarship	3
Sitter Service	393
Special Needs Office	457
Student Awards	126
Student Clubs & Assoc. (SGA)	2,094
DANVILLE AREA COMMUNITY COLLEGE	
Black Student Association	30
Career Directions/Gender Equity	23
Minority Scholarship/Foundation	12
Opportunities Program	367
Project Excel***	75
Special Populations/Disabled Students	103
Student Human Relations Council***	289

Program	Students Served
DUPAGE, COLLEGE OF	
Health & Special Services	2,820
International Student Advising	173
Minority Transfer Program (includes Minority Articulation & Project SELF)	3,246
ABE/ASE/ESL	4,240
ESL Development	2,142
ELGIN COMMUNITY COLLEGE	
ADAPT	15
BSA	45
Citizenship	629
Displaced Homemakers	81
Minority Transfer Center	552
Office of Multicultural Admissions	2,332
OLAS (Hispanic Student Association)	75
Project Escalera	83
Single Parent	167
Special Populations Assistance	1,381
Special Services	515
Upward Bound***	55
Youth Leadership Academy***	19
HARPER COLLEGE, WILLIAM RAINEY	
Center for Disabilities	450
Multicultural Affairs	361
Multicultural Special Programs	895
Minority Student Transfer Center	1,523
Project HOPE	446
Resources for Women:	
Displaced Homemaker	195
Single Parent	156
Gender Equity	37
Women's Courses	786
Women's Special Programs	1,299
HEARTLAND COMMUNITY COLLEGE	
Special Needs	120
Special Populations	5,468
HIGHLAND COMMUNITY COLLEGE	
Dept of Adult Voc & Technical Ed	100
Title IV, Student Support Srvcs (Project Succeed)	325
Title IV, Upward Bound***	82
Minority Achievement Team Program	30
ILLINOIS CENTRAL COLLEGE	
Minority Transfer Center	3,373
Opportunities Program	676
Disability Services	187

Illinois Community College Board
Table 2

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEAR 1997*

(Continued)

Program	Students Served
ILLINOIS CENTRAL COLLEGE (Cont'd)	
Special Academic Services	421
Student Support Services	169
Young Scholars ***	69
Expanding Your Horizons***	86
ILLINOIS EASTERN COMMUNITY COLLEGES	
ICCB Special Populations	1,908
International Program	52
Perkins (Disadvantaged)	435
Single Parent/Displaced Homemaker	127
Student Success Network	231
Upward Bound Program***	67
ILLINOIS VALLEY COMMUNITY COLLEGE	
Academic Dev Center/Special Needs/ Placement	2,246
JOLIET JUNIOR COLLEGE	
Intercollegiate Opportunity-Minority Students	1,739
Project Advance	319
Special Needs	338
KANKAKEE COMMUNITY COLLEGE	
Building Opportunities	88
Dr. King Adult Ed Centers**	711
ESL Coop/Hispanic Community**	98
Job Training Partnership	1,588
Leadership 2000/Retention	227
Literacy Programs**	472
Meeting the Unmet Need	13
Transfer Center	682
Office of Special Populations**	288
Ounce of Prevention**	111
Parent Support/DFI**	108
Parent Training Initiative**	117
Upward Bound***	63
Opportunities	154
Beyond the GED	80
HOPE Pre-apprentice	9
Public Aid Job Skills**	42
KASKASKIA COLLEGE	
Black Student Association	8
Minority Awards Banquet	89
Perkins Special Populations	146
Reading Link	56

Program	Students Served
KISHWAUKEE COLLEGE	
Adult Basic Ed for the Mentally Disabled**	16
Spanish General Ed Development Classes**	112
Spanish General Ed Development Testing**	18
Special Needs Counseling Services*	120
LAKE COUNTY, COLLEGE OF	
Special Needs Disabled	312
Black Student Union	15
Hispanic Club	30
Historically Black College Tour	27
Getting It Together***	130
Multicultural Mentorship***	77
Talent Search***	831
LAKE LAND COLLEGE	
Single Parent/Homemaker	137
Special Needs Counselor and Services	163
LEWIS & CLARK COMMUNITY COLLEGE	
Black Student Association	249
Single Parent/Homemaker	168
Student Support Services	76
Supported School-to-Work	48
LINCOLN LAND COMMUNITY COLLEGE	
Displaced Homemaker	217
LLCC Eastside Service Center	16
LLCC Summer College for Kids/ African American	2,025
LLCC Trustee Tuition Waivers	17
Minority Transfer Center	404
Special Needs	179
LOGAN COLLEGE, JOHN A.	
Black Student Association	88
Disabled Student Services	92
Hearing Impaired Services	11
International Club	20
Minority Transfer Center	278
Single Parent/Homemaker	129
MCHENRY COUNTY COLLEGE	
Adult Re-Entry	3,358
Hispanic Support Services	172
Special Needs	226
English as a Second Language	1,187

Illinois Community College Board
Table 2

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEAR 1997*

(Continued)

Program	Students Served
METROPOLITAN COMMUNITY COLLEGE	
Minority Articulation Transfer	1,711
Upward Bound	76
Literacy	517
Opportunities	50
Perkins	642
Special Populations	541
MORAINE VALLEY COMMUNITY COLLEGE	
African American History Month	224
Alliance of African American Students	44
Alliance of Latin American Students	98
Building Opportunity	78
College Prep Workshops at High Schools	593
Community Nights/Information Sessions	14
Cultural Diversity Programs	287
Higher Education Issues for Latin Students	57
Latin American History Celebration	527
Learning Dev. Support System	240
Minority Student Academic Achievement Ceremony	21
Minority Student Transfer Center	1,401
Physically Handicapped Support Serv.	154
Returning Woman	69
Sensitivity to Diversity Workshop	43
Staff Development and Ongoing Seminars	200
Thurgood Marshall Education Scholarship	1
Women's History Month Program	326
MORTON COLLEGE	
Academic Excellence Scholarship	23
Hispanic Heritage Club	185
Lillian Baar Scholarship	1
Pinnacle Bank Scholarship	1
Special Populations/LD Specialist	90
LEP Services	500
ASC/ESL Services/Peer Tutoring	1,326
OAKTON COMMUNITY COLLEGE	
ASSIST (Special Needs Students)	375
BNAT (Basic Nurse Assistant Training)	53
Family Literacy	106
High Risk Nursing Program	71
SOS/Library Literacy	1,286
STEPS (Services to Establish Patterns of Success)	207
Transit	53
Futures	451
Minority Transfer Center	62
PARKLAND COLLEGE	
Disability Srvcs (Student Support/Counseling)	628
Single Parent	24
Special Populations(Preparedness/ Transition/Disabilities)	779
Transfer Center (HECA)	511
Voc Ed - Carl Perkins	237
Women's Program/Services	2,211
African American Peer Mentor Program	200
Learning Lab	386
Peer Tutoring	1,456
Writing Center	652
Intensive English Program	116
PRAIRIE STATE COLLEGE	
Disabled Student Services	97
Disadvantaged Students Tutoring	3,346
HECA Transfer Center	4,606
Office of Minority Student Affairs	1,782
Opportunities Program	451
Project HOPE***	350
Returning Women's Program	65
REND LAKE COLLEGE	
Early School Leaver	53
HECA - Project First Class***	224
Gender Equity	100
Single Parent	242
Teen Parent Services	209
Vocational Special Population	608
RICHLAND COMMUNITY COLLEGE	
Black Student Association	21
College Futures***	118
Displaced Homemakers	150
Families in Transition	15
Single Parents and Homemakers	103
Special Populations	52
Transfer Center	818
ROCK VALLEY COLLEGE	
Targeted Populations/Vo-Tech Programs	223
SANDBURG COLLEGE, CARL	N/A
SAUK VALLEY COMMUNITY COLLEGE	
Special Needs, Learning Disabled	43
Special Needs, Physically Disabled	44

Illinois Community College Board
Table 2
PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEAR 1997*
(Continued)

Program	Students Served
SHAWNEE COMMUNITY COLLEGE	
Academic Enhancement Program	94
Carl Perkins Special Needs	145
Minority Transfer Center	473
SOUTH SUBURBAN COLLEGE	
Academic Assistance Center	3,831
ChAMPS Grant	54
Cultural Diversity	1,500
Disabled Student Services	278
Opportunities	325
Returning Adult Center	1,735
Special Needs	2,012
Student Support Services	220
Minority Transfer Center	1,360
SOUTHEASTERN ILLINOIS COLLEGE	
Developmental Studies:	
Developmental Education (Tutoring)	194
Developmental Education (Mentoring)	675
Computer Lab	1,029
Project Aspire***	78
Single Parent/Homemaker Advancement Proj	51
Special Needs (Perkins)	348
Student Support Services	150
SPOON RIVER COLLEGE	
Handicapped and Disadvantaged	39
Single Parents/Displaced Homemakers	149
Special Populations	2,234
TRITON COLLEGE	
English as a Second Language	5,152
Latin American Club	69
Minority Transfer - HECA	3,508
Nuevos Horizontes	10,300
Project Advance	655
Public Assistance Coord. Sp. Project	242
Spanish Literacy	209
Student Support Services	541
TRAC (Dislocated Workers)	160
Upward Bound***	68
WAUBONSEE COMMUNITY COLLEGE	
Access Center for Disabled Students	166
LINCCC***	85
Office Technology	152
Project Opportunity	113
Project Success	241
Road to Success	21
Student Support Services	419
Transfer Center	441
WOOD COMMUNITY COLLEGE, JOHN	N/A

N/A - Not Available
* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.
** Program is directed to serve more than one underrepresented group (e.g., minorities and females).
*** Program serves elementary and secondary school students.